

CO-TEACHING LESSON DESIGN TEMPLATE

Grade General Educator Special Educator

Strand and Standard

Grade Level Standard Description

Learning Intentions and Success Criteria

Learning Intentions: Students will understand . . .

Learning Skills: Students will be able to . . .

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Planning Instruction and Implementing Accessibility Strategies

Guiding Questions to Plan Effective Accessibility Strategies

- What instructional strategies, curricular adaptations, accommodations, or short-term interventions are needed?
- Is the strategy a good match to the students' strengths and needs? How does the strategy build on the students' strengths? Does it provide scaffolding and supports for areas of need?
- Does the strategy set appropriate expectations for student performance?
- Does the strategy retain the important learning intentions and help the students understand them?
- Is the strategy built on the shared expertise of the content and special education teachers?
- Is the strategy reasonable to prepare and implement, given the teachers' resources and time constraints?
- Is the strategy part of a long-term plan for addressing the students' needs? (*For example, will the amount of scaffolding be reduced over time to build particular skills?*)

Are there clear goals about how the strategy will be used in the classroom? (*For example, is it designed for an individual student, for several students, or the whole class?*)

Accessibility Strategies (*What is the team going to do so **all** students have access to this content?*)

MATHEMATICS PLAN ONLY—Mathematical Practices Addressed *(check all that apply)*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with content.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ELA PLAN ONLY—ELA Anchor Standards Addressed *(check all that apply)*

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Co-teaching Models Addressed *(check all that apply)*

- Parallel Teaching
- Station Teaching
- Teaming
- Alternative Teaching
- One Teach, One Observe
- One Teach, One Assist

Educator Roles in the Instruction Cycle *(What each educator will be doing during the lesson)*

| | General Educator | Special Educator |
|--|-------------------------|-------------------------|
| How will the team engage the students? | | |
| What activities or tasks support the learning intention(s)? | | |
| What questions will the team use to promote critical thinking? | | |
| How will the team assess the learning intention(s)? | | |

Assessment

What types of formative and summative assessments will the team use, and at which points in the lesson will the team check for understanding?

Resources/Materials

Reflection

The following process questions will help the team reflect and decide if re-teaching is necessary.

How was instruction systematically designed toward a specific learning intention?

What strategies were used to promote active student engagement?

How was a consistent, organized, and respectful learning environment established?

How was positive and constructive feedback provided to guide students' learning and behavior?

How were assessment data and instructional practices analyzed to make necessary adjustments to improve student outcomes?

Additional Notes

Some material adapted from A Process for Planning Accessible Lessons; Addressing Accessibility Project, 2002, Education Development Center, Inc. pgs. 6 and 15.